Participant Materials

The Linkage Excellence in Management & Leadership Series

Leadership

Featuring Warren Bennis



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LINKAGE INCORPORATED

Dear Participant

Welcome to the third program in the *Linkage Excellence in Management & Leadership Series*. The seminar series is designed to bring four inspiring and influential business thinkers to your organization in a live and interactive manner. Today's program, *Leadership*, features Dr. Warren Bennis, noted author, policy advisor, and business consultant. As the model of top-down leadership is becoming obsolete in today's organization, Warren Bennis discusses how the "New Leadership" must encompass a new kind of alliance between the leaders and the led of an organization. In this program, you will be introduced to the success factors critical to moving past top-down leadership and leading organizations into the future. Specifically, the program provides insight on these competencies:

- coaching
- trust building
- strategic thinking
- values and ethics

Warren Bennis is one of the world's foremost authorities on the subject of leadership. He has authored or edited over 25 books, including the best selling books *On Becoming a Leader, Leaders,* and *Organizing Genius*. He has advised four United States presidents and top industrial leaders. He is a professor and founding chairman of the Leadership Institute at the University of Southern California.

During today's program, Warren will share characteristics of leaders that are uniquely poised to impart vision in today's business environment. These Participant Materials have been designed to complement Warren's presentation. Follow along and take notes. At specified points during the program you will be directed to respond to questions or compose your own to ask Warren during the Question and Answer segment scheduled toward the end of the program.

Learning is a mental activity that requires more than passively watching a speaker. Simply watching today's program will neither instill leadership skills and knowledge nor result in an immediate change in your organization's culture and strategic positioning.

Instead, becoming a strategic, visionary leader requires reflection, practice, and follow through. To further your learning, suggested pre-presentation activities can be found on page 4. Reinforcement post-presentation activities are found on page 22. These activities have been specifically identified to broaden your knowledge, as well as give you a head start in establishing a culture that nurtures the development of leadership skills in your organization's management team.

Table of contents

SECTION 1

Satellite Program Materials

What you will learn

By participating in this satellite presentation with Warren Bennis, you will be able to:

- Identify expectations employees (constituents) have of their organization's leadership team and how leaders can best exceed those expectations through exhibiting corresponding qualities.
- Describe the importance of establishing trust in the workplace and specific actions that build trust.
- Identify the results organizations enjoy as leaders demonstrate the five competencies.

Pre-presentation activities

Read books authored by Warren Bennis:

- *Leaders: The Strategies for Taking Charge/the 4 Keys to Effective Leadership* by Warren Bennis and Burt Nanus, Harper Business, 1997.
- *Learning to Lead: A Workbook on Becoming a Leader* by Warren Bennis and Joan Goldsmith, Perseus Publishing, 1997.
- *Managing People is Like Herding Cats* by Warren Bennis, Executive Excellence Publishing, 1999.
- *On Becoming a Leader* by Warren Bennis, Perseus Publishing, 1998.
- Organizing Genius: The Secrets of Creative Collaboration by Warren Bennis and Patricia Ward Biederman, Perseus Publishing, 1997.
- *The Temporary Society: What is Happening to Business and Family Life in America Under the Impact of Accelerating Change* by Warren Bennis and Philip Slater, Jossey Bass Publishers, 1998.
- *Why Leaders Can't Lead* by Warren Bennis, Jossey Bass Publishers, 1989.
- *Co-Leaders: The Power of Great Partnerships* by Warren G. Bennis and David A. Heenan, John Wiley & Sons, 1999.

Pre-presentation activities continued

- In your own words, define what each of the following terms or phrases mean to you. Warren will be defining and using them frequently in the program.

  A sense of purpose that is *passionate*

  ____

  ____

  A sense of purpose that is *meaningful*

  ____

  ____

  Authenticity

  ____

  ____

  Hardiness

  ____

  ____

- Complete the Leadership Assessment Instrument™ (LAI) which appears in Section 2 beginning on page 25. The LAI was researched and developed by Linkage Inc., in partnership with Dr. Warren Bennis. It focuses on the five personal characteristics, or competencies, essential to effective leadership and on the five skills with which leaders put these competencies into practice. Knowing your strengths and opportunities for development may help make today's presentation particularly relevant.

During this program

- ***Participate!*** Actively follow along by using these Participant Materials for your notes.
- Watch the video segments and take notes accordingly.
- Submit questions to be addressed by Warren Bennis during the question and answer session. Dr. Bennis will respond to questions in the latter third of the program. To submit questions, complete either the fax form found on page 46, or call in when prompted during the program.

Notes:

"The truth is that no one factor makes a company admirable, but if you were forced to pick the one that makes the most difference, you'd pick leadership."

—Thomas Stewart
Excerpted from "America's Most Admired Companies" *Fortune*, March 1998

Introduction

The business environment has changed considerably since the early days of the industrial revolution. The skills and competencies needed of leaders then are no longer applicable today. We are in a knowledge economy in which leaders can no longer command the workforce to work harder, smarter, or faster. Instead leaders must exhibit competencies that meet the needs and expectations of the organization's constituents. Today Warren Bennis presents five competencies that are critical to a leader's success in our knowledge economy.

During today's program, *Leadership*, you will:

- Identify expectations employees (constituents) have of their organization's leadership team and how leaders can best exceed those expectations through exhibiting corresponding qualities.
- Describe the importance of establishing trust in the workplace and specific actions that build trust.
- Identify the results organizations enjoy as leaders demonstrate the five competencies.

More and more organizations are placing emphasis on recognizing, measuring, and developing leadership. Rightfully so, since research supports that those organizations that have "good leadership" have had significantly larger increases in stock price over a ten year period. So just what makes a leader "good?"

As the show begins, turn the page to the section entitled, "Basic premises."

"My job is to listen to, search for, think of, and spread ideas, to expose people to good ideas and role models…when self-confident people see a good idea, they love it."

—Jack Welch
Former CEO
General Electric

Basic premises

Warren Bennis has stated several times that there are two premises that lead to organizational success:

- **Premise One:** The key to future competitive advantage will be the organization's capacity to create the social architecture of generating intellectual capital.
- **Premise Two:** Leadership is the key to realizing the full potential of intellectual capital.

Surveys conducted by Kepner-Tregoe indicate that nearly two-thirds of the companies it had queried admitted to using less that half of their employees' brainpower. Consider the untapped opportunities! Today's effective leadership understands the potential and sees his or her role as nurturing an environment that values brainpower and unleashes intellectual capital.

Directions: Use the space below to take notes pertaining to the video clip featuring Jack Welch.

Attributes of a leader

Our understanding of leadership continues to evolve. There is no clear-cut authority. Instead there are well-known, respected researchers and business strategies that have examined various aspects of leadership.

Warren Bennis predicts that in tomorrow's world exemplary leaders will be distinguished by their mastery of the softer side: people skills, taste, judgment, and, above all, character.

Upon closer examination of prominent, successful leaders, Warren has gleaned five qualities that leaders exude. They display a strong sense of purpose, have organizational and personal integrity, have resilience or "hardiness," provide development opportunities for their people, and have a propensity toward action, risk, curiosity, and courage.

Throughout today's session, Warren will be building the graphic below. It lists constituents' needs in the left column, and identifies corresponding core leadership qualities in the right column.

Exemplary Leadership

Needs of Constituents	Values of Leaders
• Direction	• Purpose, Passion, Meaning
• Trust	• Organizational & Personal Integrity
• Hope/Optimism	• "Hardiness"
• Learning & Personal Growth	• Development Opportunities
• Results	• Bias toward Action, Risk, Curiosity, & Courage

Let's begin by studying "purpose", "passion", and "meaning" and what they encompass.

> **"Effective leaders bring: 1) passion, 2) perspective, and 3) significance (or meaning) to the process of defining organizational purpose."**
>
> —Warren Bennis

Purpose, Passion, Meaning

Exemplary Leadership	
Needs of Constituents	**Values of Leaders**
• Direction	• Purpose, Passion, Meaning
• Trust	• Organizational & Personal Integrity
• Hope/Optimism	• "Hardiness"
• Learning & Personal Growth	• Development Opportunities
• Results	• Bias toward Action, Risk, Curiosity, & Courage

Passion

Effective leaders are often recognized by their passionate commitment to the organization. In fact, "the time and energy devoted to work demand a commitment and conviction bordering on love." As Jacques Nasser, CEO of Ford Motor Company points out "Passion creates the energy and drive required for any firm to grow. Having a passion for the business means that you enjoy balancing the many demands you face."

Meaning

The next component of purpose is meaning. Specifically, meaning is comprised of:

- Consequential
- Significant
- Resonant
- "Purpose beyond oneself"

Directions: Use the space below to take notes pertaining to the video clip featuring John Scully.

____

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A review of what we've learned about direction…

- Effective leaders have an innate purpose in everything they do. This purpose is passionate and possesses meaning.
- Passion is comprised of conviction, commitment, and resolve. Tireless energy is one of its characteristics.
- Meaningful purpose is consequential, significant, and resonant and demonstrates "purpose beyond oneself."

Organizational & Personal Integrity

Exemplary Leadership	
Needs of Constituents	**Values of Leaders**
• Direction	• Purpose, Passion, Meaning
• Trust	• Organizational & Personal Integrity
• Hope/Optimism	• "Hardiness"
• Learning & Personal Growth	• Development Opportunities
• Results	• Bias toward Action, Risk, Curiosity, & Courage

Constituents want to trust their leaders and conversely they long for their leaders' trust. The surge in downsizing, mergers, and acquisitions has resulted in many constituents distrusting management. Organizational and personal integrity are the result of balanced attention to competence, ambition, and "moral compass."

Directions: Use the space below to take notes pertaining.

Distrust has become commonplace. In fact, a recent bulletin board posted on the Internet listed six precepts that leaders can no longer take for granted:

- Tell you how long we'll be in business.
- Promise another company won't buy us.
- Promise there'll be room for promotion.
- Promise you have a job until retirement.
- Promise there will be money in your pension.
- Expect your undying loyalty, and we aren't sure we want it.

While the list may have been created with "tongue in cheek" there is an element of truth. What is your reaction to the points noted on the bulletin board?

With distrust so prevalent and yet trust being core to a leader's success, how can a leader build trust? It begins with understanding the five "C's of Trust" as noted below:

1. Competence

2. Constancy

3. Caring

4. Candor

5. Congruity

Directions: Use the space below to take notes while Warren Bennis elaborates on each of the Five Cs for building trust.

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A review of what we've learned about organizational and personal integrity…

- Distrust is a growing phenomenon in the American culture. Changes in the business environment have resulted in a new set of rules; rules which seem to undermine trust and loyalty.
- Authenticity and integrity are achieved through demonstrating balanced ambition, "moral compass," and competence.
- Trust has five core elements: competence, constancy, caring, candor, and congruity.
- Despite the prevalence of distrust, constituents long to trust their leaders and one another. Effective leaders overcome the obstacles and demonstrate an ability to extend trust and warrant trust in return.

Hardiness

Exemplary Leadership

Needs of Constituents	Values of Leaders
• Direction	• Purpose, Passion, Meaning
• Trust	• Organizational & Personal Integrity
• Hope/Optimism	• "Hardiness"
• Learning & Personal Growth	• Development Opportunities
• Results	• Bias toward Action, Risk, Curiosity, & Courage

Hope combines "agency" of goal-directed determination with the ability to generate the means of reaching the goal. Effective leaders exhibit a "hardiness" that never wanes, that is full of confidence, and continually renews and invigorates the people around them.

Directions: Use the space below to take notes while Warren Bennis elaborates on "hardiness."

A review of what we've learned about hardiness…

- Hardiness is the notion that things will generally work out well, and a confidence that one can influence the circumstances of one's life.

Development opportunities

Exemplary Leadership	
Needs of Constituents	**Values of Leaders**
• Direction	• Purpose, Passion, Meaning
• Trust	• Organizational & Personal Integrity
• Hope/Optimism	• "Hardiness"
• Learning & Personal Growth	• Development Opportunities
• Results	• Bias toward Action, Risk, Curiosity, & Courage

Leaders must provide the right development opportunities to support the learning and personal growth of their people.

Directions: Use the space below to take notes while Warren Bennis elaborates on "development opportunities."

A review of what we've learned about development opportunities…

- Learning and personal growth are a direct result of effective development opportunities.

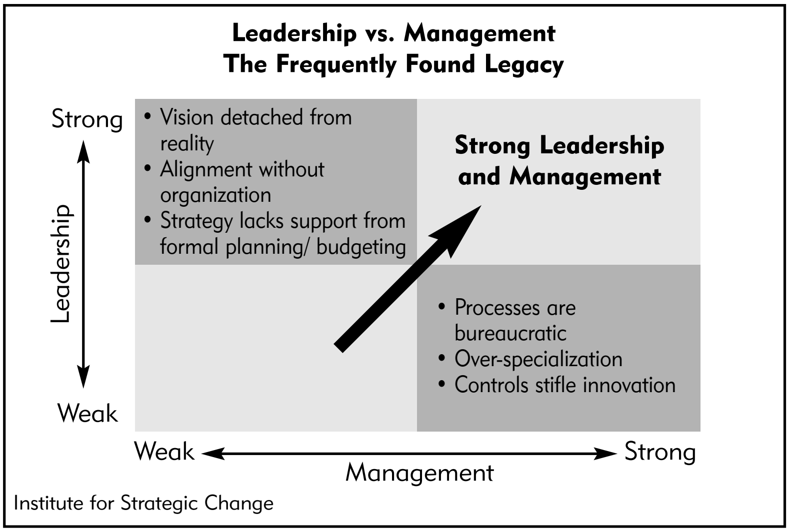
Bias toward action, risk, curiosity, and courage

Exemplary Leadership	
Needs of Constituents	**Values of Leaders**
• Direction	• Purpose, Passion, Meaning
• Trust	• Organizational & Personal Integrity
• Hope/Optimism	• "Hardiness"
• Learning & Personal Growth	• Development Opportunities
• Results	• Bias toward Action, Risk, Curiosity, & Courage

Constituents, especially shareowners, expect results from an organization and its leadership. A core competency related to achieving results is having an overt bias toward action, risk, curiosity, and courage. While analysis and careful planning are important, if you're unable to "pull the trigger," then you often miss the opportunity. As Wayne Gretsky points out, "You miss 100% of the shots you don't take." Summer Redstone, Chairman of Viacom, succinctly illustrated this competency when he was quoted as

saying, "My basic instinct was right…which was to ride the escalator of home entertainment, to be the world's provider of software…that's why we bought Blockbuster. I'm more of a catalyst than a manager. I think like an entrepreneur."

Often the terms "leadership" and "management" are used interchangeably. There are distinct differences. You can have strong management but poor leadership. Take a moment and examine the graphic below.



Directions: Use the space below to take notes while Warren Bennis elaborates on "bias toward action, risk, curiosity, and courage."

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A review of what we've learned about a bias toward action, risk, curiosity, and courage…

- Constituents expect results.
- Therefore, constituents expect leaders to make sound decisions while demonstrating a propensity to expect, demand, take, and reward action, risk-taking, curiosity, and courage.

Wrap up

In today's session, Warren Bennis introduced five expectations constituents have of their leaders and the corresponding qualities that effective leaders possess. But what are observable results when leaders demonstrate these competencies?

Exemplary Leadership

Needs of Constituents	Values of Leaders	To Help Create
• Direction	• Purpose, Passion, Meaning	• Clear Goals & Objectives
• Trust	• Organizational & Personal Integrity	• Reliability & Consistency
• Hope/Optimism	• "Hardiness"	• Energy & Commitment
• Learning & Personal Growth	• Development Opportunities	• Increase Productivity & Loyal Workforce
• Results	• Bias toward Action, Risk, Curiosity, & Courage	• Confidence & Creativity

Question and answer session

- If participating in the live presentation of this program, call in or fax your question to Warren Bennis using the question sheet on page 46.
- If you are taking part in an encore presentation of this program, share your questions with the seminar coordinator and your colleagues.

When the session has concluded…

- Turn to the end of these materials. Complete the participant evaluation form on page 47 and give it to your Site Coordinator. Your feedback is valuable in ensuring the integrity of this and future programs. We take pride in providing relevant, thought-provoking, and enlightening programs. But we rely on you to help us make it happen!
- Take a few minutes to check your understanding of the key points presented during the session. See the Self-Check below and compare your responses to those provided following the quiz.
- To further reinforce your understanding of today's content, as well as hone other aspects of your leadership skills, complete the suggested post-presentation activities on page 22.

Post-presentation self-check

Curious how well you've mastered the content from today's program? Take a few minutes to complete this self-check. An answer key follows (page 21), but don't cop out and peek before making an earnest attempt to complete the self-check on your own!

Part 1

Directions: Complete the following true/false items.

1. ___ Warren Bennis concludes that unleashing intellectual capital is best achieved through strong leadership.

2. ___ Warren Bennis predicts that "softer" competencies will have less influence on a leader's success than technical competency.

3. ___ Organizational and personal integrity are established by possessing at least two of these three attributes: moral compass, competence, and ambition.

4. ___ Factors that generate trust are competence, constancy, caring, congruity, and communication.

5. ___ Removing the organizational barriers and the fear that cause people to keep bad news from the boss is an example of building trust through candor.

6. ___ A hopeful leader is likely to say, "There are some situations and obstacles we have to accept."

7. ___ While leaders can provide meaning, build trust, and foster hope, without organizational results, their actions are futile and of little value.

8. ___ Exemplary leaders with a bias toward action create a climate that tolerates missed shots yet demands that everyone continues to take them.

9. ___ Unleashing intellectual capital is achieved through supporting people's growth and creating an environment where they constantly learn.

10. ___ Leadership perspective is constant and varies minimally over time; hence, it cannot be nurtured and developed.

Part 2

Directions: Consider the five qualities of exemplary leaders (page 9) that Warren Bennis described in detail.

11. Which qualities are you most comfortable in nurturing?

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12. What aspect of that quality appeals to you?

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13. What definitive steps will you take to incorporate that quality in your daily routine?

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14. How will you measure your progress?

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15. How will you reward your progress?

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Self-check answer key

Part 1

Directions: Complete the following true/false items.

1. T Warren Bennis concludes that unleashing intellectual capital is best achieved through strong leadership.

2. F Warren Bennis predicts that "softer" competencies will have less influence on a leader's success than technical competency. False: Warren predicts "softer" competencies will have more prominence and greater importance in the future.

3. F Authenticity and integrity are established by possessing at least two of these three attributes: moral compass, competence, and ambition. False: authenticity and integrity require a balance of moral compass, competence, and ambition. Possessing two is insufficient for achieving long-term success.

4. F Factors that generate trust are competence, constancy, caring, congruity, and communication. False: The fifth C is candor; not communication.

5. T Removing the organizational barriers and the fear that cause people to keep bad news from the boss is an example of building trust through candor.

6. F A hopeful leader is likely to say, "There are some situations and obstacles we have to accept." False: A hopeful leader is prone to say, "There are ways around any problem or obstacle." While they recognize limitations, hopeful leaders do not accept complacency and acquiescence.

7. T While leaders can provide meaning, build trust, and foster hope, without organizational results, their actions are futile and of little value.

8. T Exemplary leaders with a bias toward action create a climate that tolerates missed shots yet demands that everyone continues to take them.

9. T Unleashing intellectual capital is achieved through supporting people's growth and creating an environment where they constantly learn.

10. F Leadership perspective is constant and varies minimally over time; hence, it cannot be nurtured and developed. False: Perspective is fluid and can be nurtured through conscious attention and reflection.

Part 2

Answers for questions 11 through 15 will vary.

Post-presentation activities

- Complete and submit the participant evaluation form found on page 47.
- Complete and self-score the Post-Presentation Self-Check provided on page 19.
- Reread these Participant Materials and review your notes.
- Read, if you haven't already done so, books authored by Warren Bennis. The titles include:

  Leaders: The Strategies for Taking Charge/the 4 Keys to Effective Leadership by Warren Bennis and Burt Nanus, Harper Business, 1997.

  Learning to Lead: A Workbook on Becoming a Leader by Warren Bennis and Joan Goldsmith, Perseus Publishing, 1997.

  Managing People is Like Herding Cats by Warren Bennis, Executive Excellence Publishing, 1999.

  On Becoming a Leader by Warren Bennis, Perseus Publishing, 1998.

  Organizing Genius: The Secrets of Creative Collaboration by Warren Bennis and Patricia Ward Biederman, Perseus Publishing, 1997.

The Temporary Society: What is Happening to Business and Family Life in America Under the Impact of Accelerating Change by Warren Bennis and Philip Slater, Jossey Bass Publishers, 1998.

Why Leaders Can't Lead by Warren Bennis, Jossey Bass Publishers, 1989.

Co-Leaders: The Power of Great Partnerships by Warren G. Bennis and David A. Heenan, John Wiley & Sons, 1999.

- Reflect and respond to these questions:

1. Consider the five competencies that Warren discussed during the program when responding to each of the following questions. The five competencies are:

- Have a sense of purpose that has passion and meaning
- Demonstrate organizational and personal integrity
- Demonstrate "hardiness"
- Provide development opportunities
- Have a bias toward action, risk, curiosity, and courage

a. Which do you regard as most important for the work you do?

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b. Which do you feel represents one of your strengths?

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c. Which do you feel you need to work on the most?

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d. How can you improve the competency(ies) which you have identified as needing the most work?

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2. What can you do differently tomorrow as a result of participating in this session?

3. Think for a minute about your own defining moments as a leader. Can you use any of these moments as stories that will aid the development of others?

- Examine the suggested activities excerpted from the Leadership Development Guide and provided in Section 3 beginning on page 34. These activities were researched and developed by Linkage Inc. in partnership with Dr. Warren Bennis. Select those opportunities and/or resources that interest you, best meet your development needs and are consistent with any constraints (such as time or finances) you may have.

SECTION 2

The Leadership Assessment Instrument™

About the Leadership Assessment Instrument™

The Leadership Assessment Instrument™ (LAI) was researched and developed by Linkage, Inc., in partnership with Dr. Warren Bennis. It focuses on the five personal characteristics, or competencies, essential to effective leadership and on the five skills with which leaders put these competencies into practice. Knowing your strengths and opportunities for development may help make today's presentation particularly relevant.

The five categories the instrument assesses are:

1. Focused drive
2. Emotional intelligence
3. Building trust/enabling others
4. Conceptual thinking
5. Systems thinking

Each competency and each skill has a definition and an associated set of behaviors that demonstrate that competency or skill. Additionally, each competency is described by ten of these behaviors and each skill by five. Furthermore, the ten behaviors for each competency are organized into two groups of five, each corresponding to a component of that competency.

Let's take a closer look at the five competency categories in greater detail.

Focused Drive

The competency of focusing on a goal and harnessing your energy in order to meet that goal—a balance between the components of:

- Focus: The ability to identify an important goal or vision and to channel efforts at specific targets that support that goal or vision.
- Drive: The ability to persevere, sacrifice (when necessary), and expend high degrees of energy to reach high levels of performance.

Emotional Intelligence

The competency of understanding and mastering your emotions (and those of others) in a way that instills confidence, motivates, inspires, and enhances group effectiveness—a balance between the components of:

- Perception: The ability to read the emotions and thoughts of others through the use of insight and analytical skills.
- Emotional Maturity: The ability to master emotions and cope with stress in a way that instills confidence, motivates, and enhances group effectiveness.

Trusted Influence

The competency of evoking trust from others and placing trust in others to enable them to succeed—a balance between the components of:

- Commitment: The ability to evoke trust from others by keeping commitments, adhering to high ethical standards and principles, and building shared goals or values.
- Empowerment: The ability to help others reach higher levels of performance through trust, delegation, participation, and coaching.

Conceptual Thinking

The competency of conceiving and selecting innovative strategies and ideas for your organization—a balance of the components of:

- Innovation: The ability to create/enhance ideas, products, and services that lead to bottom-line success.
- Big-Picture Thinking: The ability to see all of the forces, events, entities, and people that are affecting (or are being affected by) the situation at hand.

Systems Thinking

The competency of rigorously and systematically connecting processes, events and systems—a balance between the components of:

- Mental Discipline: The ability to sort through ambiguity and alternatives in a way that crystallizes and puts ideas into action.
- Process Orientation: The ability to increase overall learning and performance by designing, implementing, and/or connecting processes.

While today’s program is most relevant to conceptual thinking, trusted influence and systems thinking, having an awareness of your rating in each area provides insight and may make today’s program more meaningful. Instructions for completing and scoring the assessment are provided on the following pages.

Purpose and overview

The purpose of this Leadership Self-Assessment is to provide a leadership profile based on the competencies necessary for strong, superior leadership. The data that you provide will enable you to construct a profile, complete with areas of strength and areas for future development.

Please complete the instrument by assessing your own behaviors and skills according to the directions below. Be honest—the more rigorous you are, the better you can target your developmental needs. Remember, the instrument is meant to assess how you believe that you actually are; not how you think that you should be.

Directions

For each of the 50 items listed on the following pages, consider how much the stated behavior characterizes your own behaviors, thoughts, intentions, or skills in on-the-job situations, and then rate yourself in the space provided according to the following scale:

3 = I often demonstrate this behavior

2 = I sometimes demonstrate this behavior

1 = I hardly ever demonstrate this behavior

Use the enclosed answer sheet (page 32) to record your answers. After recording your answers, add up the totals for each competency and then transfer the overall competency scores to the competency profile sheet on page 33.

Leadership Self-Assessment Questions

1. I balance multiple tasks and prioritize when faced with limited time and/or resources.
2. I create a positive environment—even when it appears "all is lost"—by expressing optimism and offering encouragement to team members.
3. I keep a mental record of every commitment that I make and follow through on my promises.
4. I steer through ambiguity and "information clutter" to resolve complex problems.
5. I ask questions to try to piece together "unrelated" information, events, etc.
6. I build momentum by spending 90 percent of my time on the top 10 percent of my priority list.
7. I view my "wins" with pride and humility.
8. I operate by a value-driven work philosophy that is grounded on clear principles.
9. I adhere to a disciplined process for sorting out alternatives and arriving at the best option when approaching a problem or project.
10. I make connections between and among information, events, etc. that reveal key issues, problems, or opportunities.
11. I display single-mindedness in unstoppably directing my energy at specific targets.
12. I persuasively and effectively reassure teams and/or individuals in the face of setbacks or seemingly insurmountable obstacles.
13. I identify and find ways to meet the needs, expectations, and wants of others up, down, and across the organization.
14. I test ideas and assumptions by carefully reviewing ideas with thought leaders and critical thinkers within my organization.
15. I do not accept a problem at face value, but search for the less obvious underlying factors driving the problem.
16. I find a way to "get it done" and will sacrifice personally to reach the goal line.
17. I have a thorough understanding of my own emotions and feelings and how they impact the situation at hand.
18. I give people a sense of personal fulfillment by recognizing their individual contributions in the achievement of a goal.

Leadership Self-Assessment (continued)

19. I consult outside resources (e.g., magazines and databases) in order to identify where my company, my industry, and the market are moving and to size up new business opportunities.
20. I take into account the potential implications of a decision on other people/departments within the organization before moving forward.
21. I stay the course mentally despite potential distractions and disruptions to my primary focus.
22. I control and selectively display my emotions and feelings in a beneficial way (e.g., I successfully channel my anger).
23. I help build shared goals and values to reinforce individual commitment to the organization.
24. I create viable new business ideas by thinking "out of the box," as well as in a sound business fashion.
25. I build and connect processes within my organization to assure that implementation remains constant and reliable.
26. I display stamina, energy, and intensity in achieving high standards of performance.
27. I express myself in consistent moods that invite participation and further communication with others.
28. I provide honest, clear feedback by focusing on the issue (and not the person) so that the person will accept and consider the feedback.
29. I ask “What if?” questions and play out scenarios to test new business ideas that challenge the status quo.
30. I assure that new ideas are integrated with established procedures/processes so that the organization can digest the new ideas.
31. I act decisively, with a passion for making things happen.
32. I recognize and consider the emotions and feelings of others before taking action.
33. I articulate a goal or vision and motivate others to help me reach that goal/vision.
34. I have the ability to create unorthodox or revolutionary concepts that have growth or profit potential.
35. I create synergy by involving the “right people” in all phases of work design and operational implementation.

Leadership Self-Assessment (continued)

36. I demonstrate boldness in striving for ambitious goals rather than settling for the safety of achievable results.
37. I treat different people differently, with appropriate amounts of candor and sensitivity depending on each individual's own unique makeup.
38. I create shared responsibility among team members by building participation in decision making and delegating key tasks/functions.
39. I take the time to check whether a new idea is feasible before proceeding.
40. I pull together disparate ideas to create clear themes and pathways that may alleviate the confusion and anxiety of others.
41. I seek—and find—creative solutions to obstacles blocking the path to the goal line.
42. I accept rejection with grace and renewed determination, modeling to others how to handle failure.
43. I display trust in others by giving them additional responsibilities—and providing them with the appropriate tools and resources necessary to carry those responsibilities out.
44. I seek better solutions to problems instead of falling back on established protocol.
45. I demonstrate a commitment to continuous learning by documenting critically important action steps, i.e., I try to make sure that my organization does not "reinvent the wheel."
46. I effectively communicate the critical nature of the goal in a way that allows others to focus on that goal, as well.
47. I offer solutions, suggestions, and constructive criticism to others while also remaining open to additional possibilities.
48. I successfully help individuals and teams reach higher levels of performance, e.g., by displaying confidence in them at critical junctures.
49. I act receptive to the new ideas of others and try to improve or enhance them in a non-threatening manner.
50. I see an entity (e.g., my organization) not merely as a collection of isolated processes and parts, but as a unitary whole of interconnected processes.

Leadership Self-Assessment Answer Sheet

Focused Drive	Emotional Intelligence	Building Trust/ Enabling Others	Conceptual Thinking	Systems Thinking
1. ________	2. ________	3. ________	4. ________	5. ________
6. ________	7. ________	8. ________	9. ________	10. ________
11. ________	12. ________	13. ________	14. ________	15. ________
16. ________	17. ________	18. ________	19. ________	20. ________
21. ________	22. ________	23. ________	24. ________	25. ________
26. ________	27. ________	28. ________	29. ________	30. ________
31. ________	32. ________	33. ________	34. ________	35. ________
36. ________	37. ________	38. ________	39. ________	40. ________
41. ________	42. ________	43. ________	44. ________	45. ________
46. ________	47. ________	48. ________	49. ________	50. ________

TOTALS:

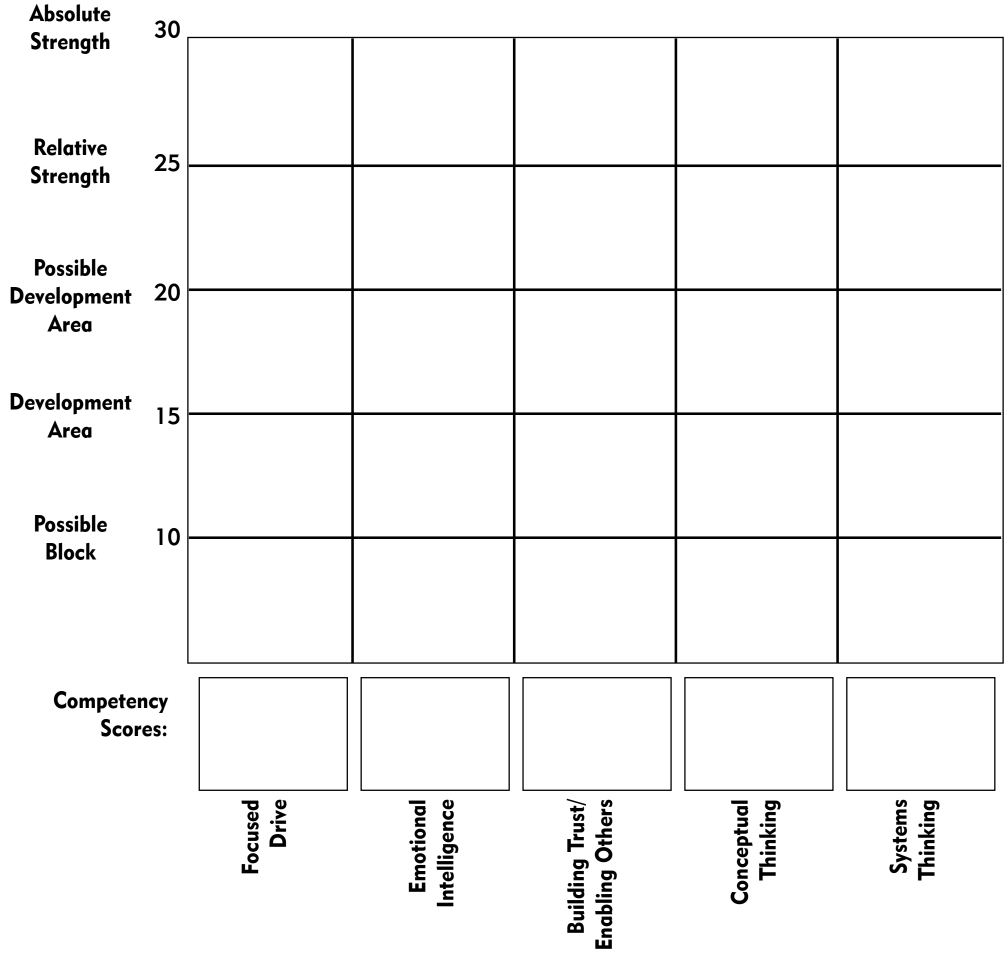
________	________	________	________	________

Individual Development Planning:

Leadership Competencies

Competency Profile Sheet

1. Transfer your overall competency scores from the answer sheet to the corresponding boxes below.
2. Plot points on the graph using the scale on the left.
3. Connect the dots to see your overall competency profile.



SECTION 3

The Leadership Development Guide

The following activities are excerpts from the Leadership Development Guide, a guide researched and developed by Linkage, Inc. in partnership with Dr. Warren Bennis. These activities were selected because of their relevance to today's program.

Developing the Competency of Emotional Intelligence: The Perception Component

Definition

The ability to read the emotions and thoughts of others through the use of insight and analytical skills

Behaviors

- Exhibits consideration of the feelings of others when/before taking action
- Treats each person differently according to his/her own unique makeup
- Takes into account the impact of emotions and feelings on a situation
- Understands the various psychological and emotional needs of people
- Considers the impact of own behavior/decisions on other people

Exercise: Planning Ahead

1. Select a conversation or meeting you will be participating in soon.
2. Answer these questions regarding those who will be present, including yourself.
   - How will each person be feeling about the conversation or meeting?
   - What will each person be needing from the conversation or meeting?
   - What will each person be expecting to get out of the conversation?
3. Based on your answers, identify what you will do differently (or not do at all) in the conversation or meeting. You might consider:
   - Whether different people feel differently about the conversation
   - Whether people's needs outstrip their expectations
   - Whether people's expectations are consistent with one another

Daily Practices

- Practice compassion in response to others' poor behavior by resisting the instinct to respond in kind. Instead, try to understand the needs and feelings that generated the poor behavior and do what you can to address them.

To take a common example, if you believe someone has just lashed out at you, resist the urge to take it entirely personally and respond unkindly. Instead, consider what part of work conditions, environment, or situation may be contributing to this person's stress level and respond with empathy and an eye toward reducing that stress.

- Before conversations or meetings, or when someone approaches you spontaneously, "assess" each person who will be present by asking:
  - How is each person feeling right now?
  - What does each person need from this conversation or meeting?
  - What does each person expect from this conversation or meeting?

  Based on your answers, plan or adjust your participation accordingly.
- Practice observing others' body language and other nonverbal signals. To do this, ask yourself:
  - What kinds of body language is this person (or people) displaying?
  - What might this language mean?
  - How consistent is the body language with what is being said?

  Entire books are devoted to nonverbal communication, but the activities and readings below are useful starting points for those desiring to improve their abilities to "read" others.

Activities, Assignments, and Projects

- Volunteer in the community as a big brother or sister, or in your organization as a mentor or coach.
- Participate on a team chartered with improving the quality of life in your workplace, or with addressing issues of "work-life balance."
- Volunteer for community work that requires considerable interaction with diverse groups of people.
- Seek opportunities to provide coaching and mentoring in your organization. Maintain a coach's journal in which you record and update profiles of each person you coach with the purpose of deepening your understanding of their governing values, motivations, and needs.

Readings and Other Self-Study Resources

- Cooper, Robert K., and Sawaf Ayman, *Executive EQ: Emotional Intelligence in Leadership and Organizations*. Grosset/Putnam, 1996. Science is proving that it is the Emotional Quotient, EQ, more than IQ or raw brainpower alone that underpins many of the best decisions, the most dynamic businesses, and the

most satisfying and successful lives. Cooper's argument is based on an innovative synthesis of current research and the experience of leaders worldwide.

- Covey, Steven R., *The Seven Habits of Highly Effective People—Powerful Lessons in Personal Change*. Simon & Schuster, 1994. This book presents a holistic, integrated, principle-centered approach for solving personal and professional problems. With insights and anecdotes, the author reveals a step-by-step guide for living with fairness, integrity, honesty, and human dignity —principles that provide the security needed to adapt to change, and the wisdom and power to take advantage of the opportunities that change creates.
- Goleman, Daniel, *Emotional Intelligence*. Bantam Books, 1995. Is IQ destiny? Not nearly as much as we think. The author argues that our view of human intelligence is far too narrow, ignoring a crucial range of abilities that matter immensely in terms of how we do in life. His argument is based on an original synthesis of current research, including new insights into the brain architecture underlying emotion and rationality. He shows precisely how emotional intelligence can be nurtured and strengthened in all of us.
- Keirsey, David, and Marilyn Bates, *Please Understand Me: Character and Temperament Types.* Prometheus Nemesis, 1984. This book defines personality differences into 16 portraits. These portraits are useful, not only in understanding others and yourself, but also in helping to predict how people may communicate and interact with one another.
- Tannen, Deborah, *You Just Don't Understand: Women & Men in Conversation.* Ballantine Books, 1991. Tannen's considerable research and likely examples create a highly readable book aimed at improving our understanding of gender roles in shaping communication styles and preferences.

Developing the Competency of Emotional Intelligence: The Emotional Maturity Component

Definition

The ability to master emotions and cope with stress in a way that instills confidence, motivates, and enhances group effectiveness

Behaviors

- Creates a positive environment through the use of sincerity and optimism
- Demonstrates maturity in reassuring teams and/or individuals in the face of setbacks

- Demonstrates an ability to control and filter emotions in a constructive way
- Models how to handle failure by accepting setbacks with grace and renewed determination
- Expresses self in consistent moods that invite participation and further communication

Exercise: Defining Your "Hot Buttons"

This exercise uses the concept of "hot buttons": those issues or things that "send us off the deep end" into anger, frustration, or both.

1. Write down every instance in the last week in which you became very angry or very frustrated, either on or off the job.
2. For each instance, describe what specifically about the situation "set you off." For example, it might have been how someone behaved, the appearance of unforeseen obstacles, or a high level of stress.
3. For each instance, describe how exactly you expressed your feelings, and what the outcome was.
4. Look for patterns in the precipitating event. Are there certain situations that tend to throw you off balance? How do you typically respond to such "hot button" situations?
5. Think about what you can do differently in such situations. Resolve to change your response, and practice it whenever the situation recurs.

Option: A variant of this exercise is to chart your emotional state at regular intervals, whether hourly or daily. After you have ten or more data points, you can begin to look at the high and low points, trying to identify what was going on that led to those emotional states.

Daily Practices

- Before conversations or meetings, or when someone approaches you spontaneously, "assess" yourself by asking:
  - How am I feeling right now?
  - What do I need from this conversation or meeting?
  - What do I expect from this conversation or meeting?

  Based on your answers, plan or adjust your participation accordingly.

- When confronted with a stressful situation, we're usually better off not trying to control the situation. What we can do, however, is be prepared for the worst that the stressful situation might bring.

  Try this practice: When you are in a stressful situation, ask yourself (or your team), "What is the worst thing that can happen?" Then determine what you will do if this eventuality comes to pass. Once you've done so, put the worst-case eventuality out of your mind, confident that you have a response prepared.

- There's a saying, "God grant me the strength to change the things I can, the humility to accept the things I can't, and the wisdom to know the difference.

  This maxim provides simple directions for dealing with stressful situations: First, ask yourself which aspects of the situation you can control and which you can't. Having done so, renounce your efforts to control the uncontrollable, and focus on addressing those aspects of the situation that are in your power to change.

- Encourage yourself and others to appreciate the positive side of difficult situations. Two ways to do this are:
  - After receiving bad news or failing to achieve a goal, or when you face obstacles, ask yourself and those around you, "What can we learn from this?" and/or "How can we turn this situation to our advantage?"
  - After every day, and especially after difficult days, make a list of just three things you are grateful for having happened during the day. These might include a satisfying conversation with a colleague, having passed some milestone, having learned something new, or (we're serious) just a particularly fine Spring day.

Activities, Assignments, and Projects

- Seek an assignment in a sales role, where people receive constant feedback on their performance (made or lost sales), experience failure (such as lost sales and unreturned calls), regularly and succeed only by pulling themselves up off the ground and moving on to the next prospect or lead. Use the assignment as a chance to practice how you respond to obstacles, successes, and failures.
- Volunteer to coach a peer or direct report in an area where you have expertise and experience that they lack. Use this opportunity to practice both being gracious about your successes and motivating others to persevere in the face of difficulties.
- Conversely, ask a peer or your manager to coach you in an area where they are strong and you are not. Use this opportunity to practice receiving feedback, and learning from and persevering in the face of setbacks.
- Volunteer to coach a team in a youth athletic league. Concentrate on how you help the team members respond in a balanced way to the experiences of winning and losing.

Readings and Other Self-Study Resources

- Barner, Robert W., *Crossing the Minefield: Tactics for Overcoming Today's Toughest Management Challenges.* AMACOM, 1994. This book provides strategies for staying motivated, energized, and efficient.
- Bolton, Robert, and Dorothy Grover Bolton, *Social Style/Management Style.* AMACOM, 1984. Based on the authors' feelings that "the best managers excel at being what they are rather than at trying to be about what they are not," the Boltons take a business-oriented approach to interpersonal relationships. They attempt to show the reader how to assess various behavior patterns in him/herself and others, and use that knowledge to predict how others will react in specific situations. Based on the Boltons' extensive research, four basic social styles are identified, and the authors attempt to show the reader how to use his or her style to manage others more effectively, set appropriate life goals, identify career paths, and more.
- Cooper, Robert K., and Sawaf Ayman, Executive *EQ: Emotional Intelligence in Leadership and Organizations*. Grosset/Putnam, 1996. Science is proving that it is the Emotional Quotient, EQ, more than IQ or raw brainpower alone that underpins many of the best decisions, the most dynamic businesses, and the most satisfying and successful lives. Cooper's argument is based on an innovative synthesis of current research and the experience of leaders worldwide.
- Costly, Dan L., and Ralph Todd, *Human Relations in Organizations* (3rd ed.). West Publishing, 1987. This book focuses on the behavior of individuals in organizations. Its emphasis is on the skills needed for effective leadership, including the abilities to communicate, understand human needs, cope with conflict and frustration, motivate others, use authority, and increase group productivity.
- Goleman, Daniel, *Emotional Intelligence.* Bantam Books, 1995. Is IQ destiny? Not nearly as much as we think. The author argues that our view of human intelligence is far too narrow, ignoring a crucial range of abilities that matter immensely in terms of how we do in life. His argument is based on an original synthesis of current research, including new insights into the brain architecture underlying emotion and rationality. He shows precisely how emotional intelligence can be nurtured and strengthened in all of us.
- Hazelton, Deborah, *Solving the Self-Esteem Puzzle*. Health Communication, Inc., 1991. This book shows how to build self-confidence and reclaim a sense of self-worth. It is designed to help you focus on your relationship to self, others, your environment, and to explore your sense of purpose.
- Jaffe, Dennis T., and Cynthia D. Scott, *From Burnout to Balance: A Workbook for Personal Self-Renewal*. McGraw-Hill, 1984. This book provides the techniques that prevent or overcome burnout and suggests those measures easiest to incorporate into life situations. Each chapter presents a problem area followed by a self-assessment questionnaire and instruction in the self-management skills that can preserve one's health and ensure a creative and productive existence.

- Seligman, Martin E.P., *Learned Optimism*. Pocket Books, 1990. This book delves into the research about how people attribute the causes of failure and success, and how that affects their performance and the rest of their lives. It is designed to help you think about healthier ways to deal with failure or success.
- Parikh, J., *Managing Yourself: Management by Detached Involvement*, Blackwell Publishing. 1994. This is a self-help guide to stress management for the executive.

Developing the Competency of Trusted Influence: The Empowerment Component

Definition

The ability to help others reach higher levels of performance through trust, delegation, participation, and coaching

Behaviours

- Displays trust in others by giving them additional responsibilities
- Displays confidence in individuals by delegating key tasks/functions
- Provides clear feedback by focusing on the issue and/or behaviour (not the person)
- Creates shared responsibility by building participation in decision making
- Takes steps to make sure that others have the tools/resources necessary to fulfill their roles and responsibilities

Exercise: The Leadership/Technical Split

As a leader, you will be successful to the extent that you can free yourself from the “technical” work of your unit by giving those you lead the skills, resources, and “space” to take on this work.

1. List all your activities in a given day or week, along with the time spent on each.

2. For each activity, identify whether it is a “leadership” or “technical” activity.
   – A “leadership” activity is one that organizes or enables the work of the people you manage, such as planning, budgeting, or coaching.
   – A “technical” activity is one that involves performing the tasks that produce outputs for your unit’s customers.

3. Consider the technical activity that takes up the largest part of your time.
   – Why aren’t the people you lead doing this work?
   – Are there any reasons why they can’t currently do this work?
   – What can you do to help them take on more responsibility for this work?
   – What are the short-term costs and risks of giving them this responsibility?
   – What are the long-term payoffs, and do they outweigh the risks?

4. If it makes sense to do so, create a plan for how you will provide those you lead with the skills, resources, and space to take on this work.

Exercise: Expanding Your Decision-Making Options

One powerful step you can take is to involve people in decision making about issues that affect them. This is not an either/or situation, where either you make the decisions or someone else does. Rather, there is a spectrum of possibilities for reaching decisions:

You may complete this exercise either for an individual you lead or for the group that reports to you.

1. List the decisions you currently make that affect the individual or group.

2. For each decision, describe how it is made.

3. For each decision, describe the readiness (expertise and maturity level) of those affected to become involved in the decision.

4. Based on this work, for each decision assess whether you’re using the appropriate decision-making approach. If not, identify a more appropriate approach to use in the future.

Daily Practices

- Discourage others from relying on you to solve their problems. Make yourself available, but encourage them to approach you only once they are ready to give:
  - A clear statement of the problem as they understand it
  - The options they believe are available
  - A recommended option and the reasoning for selecting that option

- If you disagree with their thinking, don't criticize them or reject it out of hand. Rather, encourage them to explore the options further, asking questions such as, "Have you considered other options?" or "What would happen if . . . ?"

- Constantly seek ways to increase the amount of information your employees receive, their degree of involvement in decision making, and their accountability for results. One way to do this is to change the questions you ask yourself.

- If you don't already do so, make it a practice to ask those you lead how much information, involvement, and accountability they would like to have.

- Increase the amount of feedback you give others—both for successful and unsuccessful performance.

- Be conscious of how you deliver the feedback, especially regarding mistakes or failures. If you tend to criticize, punish, and/or take things over, try instead to use these situations as opportunities for learning.

- This is a way of structuring conversations so that people are given a chance to "vent" (in "the swamp"), but then are encouraged to think through the situation and come to a resolution about next steps.

Activities, Assignments, and Projects

- Volunteer to lead projects with unusually difficult time frames and deadlines. This will put you in a situation where success will require you to delegate responsibility to others.
- Participate on a team charged with improving or reengineering a process. Such work almost always involves identifying roadblocks or inefficiencies that can be

remedied by empowering people on the line to make more decisions and take on greater accountabilities.

Readings and Other Self-Study Resources

Bellman, Geoffrey M., *Getting Things Done When You're Not in Charge*. Fireside, 1993. Bellman helps the consultant who does not have any formal power in an organisation, to help others gain success and create change. He focuses on developing leadership skills, gaining empowerment, understanding organisational politics, and creating change. He provides refreshing ways to think of "internal customers" and offers a lot of practical information to use in daily work.

Blanchard, Ken, *Empowerment Takes More Than a Minute*. Berrett-Koehler, 1996. This book explains how to empower the workforce by moving from a command-and-control mindset to a supportive, responsibility-centered environment in which all employees have the opportunity and responsibility to do their best.

Block, Peter, *The Empowered Manager.* Jossey-Bass, 1990. In this book, Block shows managers how to break out of the bureaucratic mode of thinking and take more responsibility for the workings of their unit. He explains how managers can become empowered to make positive changes in their organisation and develop an entrepreneurial spirit in themselves and in members of their unit.

Hersey, Paul, *The Situational Leader.* Warner Books, 1985. The author provides a brief guide, based on the situational leadership model, that describes how to develop people and effectively utilize human resources.

Kelly, John and James Jenks, *Don't Do—Delegate!* Ballantine Books, 1994. This book is full of tips and techniques to help you manage your job, rather than have your job manage you. Explore how to effectively make assignments, how to decide who will get the job done, overcome obstacles, build trust, and coach.

Kushel, Gerald, *Reaching the Peak Performance Zone.* AMACOM, 1994. This book contends that the difference between outstanding work and average work is an internal drive to achieve peak performance. Managers who are peak performers can encourage and teach others how to reach the peak performance zone.

McGinnis, Alan Loy, *Bringing Out the Best in People.* Augsberg Publishing, 1991. The author based the principles of this book on his research of great leaders throughout history, highly effective organisations, and the input of many prominent psychologists. Through case studies and anecdotes, this book shows how to put 12 key principles to work to inspire, motivate, and persuade others.

McLagan, Patricia, and Christo Nel. *The Age of Participation.* Berrett-Koehler, 1995. *The Age of Participation* focuses on participation in the workplace, blending theory and practice in numerous examples and industry models. Specific attention is given to values, competencies, leadership, and organisational structures.

SECTION 4

Forms

Leadership

Question Sheet

Use this form to write your question for Warren Bennis or for discussion among your colleagues. Please write clearly.

Name (optional) ______________________________

Organization ______________________________

Location ______________________________

Your question (25 words or less):

Tel 1-800-489-8814 (from within U.S.)
801-303-7412 (from outside U.S.)

Fax 1-877-892-0170 (from within U.S.)
646-349-3661 (from outside U.S.)

Email leadership2001@linkage-inc.com

LINKAGE EXCELLENCE IN MANAGEMENT & LEADERSHIP EVALUATION FORM

PLEASE RETURN THIS FORM TO YOUR SITE COORDINATOR OR FAX TO 781-862-2355.

NAME______________________________ TITLE______________________________

ORGANIZATION____

PHONE______________________________ EMAIL______________________________

Please indicate functional area (only check one):

❏ Finance ❏ Human Resources ❏ Manufacturing/Operations ❏ Marketing ❏ R&D ❏ Sales ❏ Other (specify)______________

How many people do you have reporting to you (include all levels)? Number:______________

Please indicate your job level (only circle one):

❏ President or Officer ❏ Vice President or Director ❏ Manager/Supervisor ❏ Team Leader ❏ Sales Rep. ❏ Customer Service Rep.
❏ HR, T&D, OD Practitioner ❏ Other: ______________

1) Please indicate a rating for each of the following evaluation criteria by checking the appropriate box.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Length of Presentation	❏	❏	❏	❏
Effective presente	❏	❏	❏	❏
Useful participant materials	❏	❏	❏	❏
Useful question and answer	❏	❏	❏	❏
Live (versus taped) broadcast important	❏	❏	❏	❏

2) Please give a general overall comment about the program. ______________________________

____

3) Can Linkage use this comment for promotional purposes (including name and organization)? ❏ YES ❏ NO

4) On a scale of 1-10 (10 = Outstanding), how would you rate this satellite broadcast session? Rating:______________

5) How many viewers would you estimate attended this event (in the room with you)? Number:______________

6) Which speakers are you most interested in seeing at the next Linkage Satellite (Distance Learning) Learning Series?
(Please rate your top ten, "1" being most interested, "10" being least interested)

___ Peter Senge
___ Steve Case
___ Maya Angelou
___ Doris Kearns Goodwin
___Francis Hesselbein
___Michael Hammer
___Gary Hamel

___ Jeff Bezos
___ Clayton Christensen
___ Don Tapscott
___ Michael Porter
___John Kotter
___Noel Tichy
___James Champy

___ Carly Fiorina
___ Elizabeth Dole
___ Nicholas Negroponte
___ Tom Peters
___ Anna Quindlen
___ Andy Grove
___ John Chambers
___Other______________

PLEASE RETURN THIS FORM TO YOUR SITE COORDINATOR OR FAX TO 781-862-2355.